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ABSTRACT

The booklet contains descriptions of 15 Handicapped Children's Early Education Program (HCEEP) projects as well as descriptions of special education projects developed with funds from other sources. The first section contains an overview of all HCEEP programs; identifies the special class of children who are targets for HCEEP efforts; and briefly describes the legislative history, intents, and components of HCEEP. References for more detailed information are included. The second section raises some important general issues affecting the adoption of early education programs for the handicapped, and identifies several classes of potential adopters. Finally, to acquaint National Diffusion Network readers with the variety of resources that can be tapped to provide programs and services for young handicapped children, the remaining sections identify and describe resources (foundations, books, directories, pamphlets, reports, journals, and newsletters) available to support the dissemination, training, administrative, funding, and information needs of both the Developer/Demonstrators and the potential adopters of their model programs and services. (Author/SB)

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Understanding New Clients

SPECIAL EDUCATION

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Compiled by
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UPDATED INFORMATION

The following statements, based on information received after this resource went to print, apply to the material on pages 11, 13, and 16-21.

Understanding New Clients was prepared during the spring and summer of 1980. Data regarding the award of Preschool Incentive Grants are therefore limited to the information available at that time. Almost all of the states and territories receive some Preschool Incentive Grant monies, based on approved state plans.

Page 3, The Law

According to federal law, handicapped children are entitled to receive "a free appropriate public education."

Page 7, last paragraph

In 1977, four early childhood research institutes received fuuding for five years, and potential renewal for another five years, to investigate specific aspects of early childhood education programs and services for the handicapped.

Page 11, item #3, 4th line

Grants to states are based on the number of handicapped children. The grants are awarded competitively.

CONTENTS

INTRODUCTION..... 1

OVERVIEW: HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAMS..... 3

The Targets: Young Handicapped Children and Their Families..... 3
The Law..... 3
Emergence of the Federal Program..... 4
HCEEP..... 4

POTENTIAL ADOPTERS..... 9

Adoption Concerns..... 9
Sponsors..... 9

PROGRAM, ADMINISTRATIVE, AND FUNDING RESOURCES..... 11

Federal Resources..... 11
State-Level Resources..... 13
Local Resources..... 14
Other Resources..... 14

SPECIAL INTEREST AND PROFESSIONAL ASSOCIATIONS..... 22

INFORMATION RESOURCES..... 29

Foundations..... 29
Books, Directories, Pamphlets, Reports..... 34
Journals..... 36
Newsletters..... 40

INTRODUCTION

As new projects in special interest areas of education continue to join the National Diffusion Network (NDN), they bring new priorities, concerns, and audiences to be served. It is the job of the NDN to alert each new client group to the opportunities, services, and resources available through the NDN and also to promote internal understanding of new client groups. The NDN should begin to develop ties with the unique or different human, material, and financial resources which may be tapped to benefit those served by that new clientele.

In the past five and a half years, 15 early childhood education projects for the handicapped that received developmental funding through the Handicapped Children's Early Education Program (HCEEP) were approved for national dissemination by the Joint Dissemination Review Panel (JDRP). Within the NDN, these 15 new Developer/Demonstrators (D/Ds) constitute a subnetwork. As additional programs in this area are approved by the Panel, this subnetwork will expand, and the new contacts, services, and resources that these projects bring with them will have an impact on the NDN as a whole. The second edition of Educational Programs That Work: Special Education (in press) contains descriptions of these 15 HCEEP projects as well as descriptions of special education projects developed with funds from other sources.

The formation of this new subnetwork of D/Ds was spurred by a pilot effort to increase federal-level cooperation between the NDN's sponsor, the Division of Educational Replication (DER), and the HCEEP's sponsor, the Division of Innovation and Development (DID) of the Bureau of Education for the Handicapped (BEH), now called the Office of Special Education. In October 1979, the working relationship that had been developing between DER and DID was formalized in a Memorandum of Understanding. The stated goal of this memorandum was "to maximize the impact of JDRP-approved projects which are disseminating their models on special education." The memo defined four objectives for this effort:

- To develop a working relationship to implement other objectives and to maintain continuing contact between the NDN and the DID.
- To exchange presentations at relevant meetings for the NDN and the DID on such topics as the JDRP, dissemination, and replication.
- To develop pilot relationships in five states between the NDN Facilitators, D/Ds, and State Implementation Grant Directors in order to provide examples of effective cooperation and coordination at the state level consistent with the planned cooperation and coordination indicated by the memorandum of understanding.
- To plan for the implementation of a subnetwork within the NDN focusing on special education D/Ds as soon as it becomes reasonable to do so.

The publication of this booklet is consistent with these objectives, especially with the fourth, as its primary purpose is to introduce NDN members, particularly Facilitators (SFs), to their new D/D clientele, the HCEEP early childhood special education outreach projects. Accordingly, the first section contains an overview of all HCEEP Programs; identifies the special class of children who are targets of HCEEP efforts; briefly describes the legislative history, intents, and components of HCEEP; and includes references for more detailed information. The second section raises some important general issues affecting the adoption of early education programs for the handicapped and identifies several classes of potential adopters. Finally, to acquaint NDN readers with the variety of resources that can be tapped to provide programs and services for young handicapped children, the remaining sections identify and briefly describe resources available to support the dissemination, training, administrative, funding, and information needs of both the D/Ds and the potential adopters of their model programs and services.

OVERVIEW: HANDICAPPED CHILDREN'S EARLY EDUCATION PROGRAMS

The Targets: Young Handicapped Children and Their Families

Those who benefit from the early childhood special education research, programs, and services sponsored through HCEEP are young handicapped and subject-to-handicap children, also known as at-risk children, together with their parents and other family members. Technically, children are eligible to be served in the prenatal period and then from birth through the age of eight when there is evidence that a handicapping condition is present. Handicapping conditions are defined as the following (the abbreviations used in the field for these conditions are noted in parentheses):

- mental retardation (MR)
- serious emotional disturbance (ED)
  e.g., schizophrenia, autism
- speech impairment (SI)
- hearing impairment (HI)
  e.g., hard of hearing and deafness
- visual impairment (VI)
- orthopedic handicap (OH)
- specific learning disability (LD)
  e.g., perceptual handicap, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia
- other health impairments

The Law

According to federal law, handicapped children are entitled to receive "an appropriately designed education." Federal legislation has also mandated that individualized education programs (IEPs) be provided for handicapped children and that special education services be provided for handicapped preschool children between the ages 3-5 if consistent with state law, practice, or court order. However, many states have yet to formulate legislation on services for this age group and thus are not obligated to enforce the federal mandate. Further, although the provision of special education services to handicapped children from birth to age 3 is federally sanctioned, there is very little state-level activity in this area. As a result, it is important to determine the laws in each state that affect special education for young handicapped children.

Several currently available publications can help NDN readers to understand and interpret existing federal and state laws:

- Public Law 94-142 and Section 504 -- Understanding What They Are and Are Not answers 100 basic questions about P.L. 94-142, the Education for All Handicapped Children Act of 1975. Single copies are available free from the Council for Exceptional Children (CEC), 1920 Association Drive, Reston, VA 22091.

- Public Policy and the Education of Exceptional Children is a comprehensive text on the federal and state laws that affect the education of handicapped children. It includes a reprint of P.L. 94-142 and is available for $13.95 from CEC.

- Analysis of P.L. 94-142 analyzes the implications of that law for state and local education offices. It is available for $2.50 from the National Association for State Directors of Special Education, 1201 16th Street, NW, Washington, DC 20036.

Emergence of the Federal Program

The Handicapped Children's Early Education Program was established in 1968 by Public Law 90-538. A seed-money program, HCEEP was intended to serve handicapped children ages 0-8 and their families through the development, testing, demonstration, and dissemination of models for innovative, comprehensive educational programs. With an appropriation of about $1 million for its first year in 1969-70, HCEEP supported about 25 demonstration projects. The program has since been amended and incorporated as Title VI, Part C of the Education of the Handicapped Act (EHA), P.L. 91-230, as amended by P.L. 93-380 and P.L. 94-142. In 1979-80, HCEEP used $20 million to support more than 200 projects.

HCEEP

There are now five complementary program areas in HCEEP: demonstration projects, outreach projects, state implementation grants, early childhood research institutes, and technical assistance centers. The projects in the new NDN subnetwork of HCEEP early childhood special education D/Ds are demonstration projects and outreach projects.

Demonstration projects develop, demonstrate, and disseminate innovative models for the early education of handicapped children. Private nonprofit organizations, public agencies, universities, local schools, state departments of education, regional and intermediate education agencies, and health institutions sponsor 127 such projects, which serve more than 3,600 children in 42 states and territories. Project activities include models for services to children and parents; staff development; child identification, assessment, and progress evaluation; intervention strategies for skill development; and project evaluation, demonstration, and dissemination. Demonstration projects receive a three-year grant, which is renewable annually.

Outreach projects are designed to extend the impact of the models developed by demonstration projects. To receive outreach funding, model projects not only must demonstrate their effectiveness but also must be able to obtain funding support from local, state, private, or other non-HCEEP sources for continuation of services to handicapped children and their families. Funds awarded by HCEEP support 49 outreach projects. The activities of these projects include parent and staff training; development and dissemination of training, curriculum, screening and assessment, awareness, and reference materials; stimulation of model replication at other sites; increasing awareness of the model program or service; stimulation of state involvement; and special consultations. Fifteen of these

outreach projects have received JDRP approval as of this writing. These projects are:

The Rutland Center -- Developmental Therapy Model for Treating Emotionally Disturbed Children
National Technical Assistance Office
Athens, GA

A community-based psychoeducational facility that offers a developmental curriculum to severely emotionally disturbed or autistic children ages 0-16, their parents, and teachers.

Macomb 0-3 Regional Project: A Rural Child/Parent Service
Western Illinois University
Macomb, IL

A project providing home-based remediation/education services to handicapped children ages 0-3 and their parents in rural areas.

PEECH: Precise Early Education for Children with Handicaps
Institute for Child Behavior and Development
University of Illinois
Champaign, IL

An individualized educational program designed to enhance the development of preschool handicapped children while involving family members in the educational process.

Peoria 0-3 Project
United Cerebral Palsy
Peoria, IL

A medical/educational model based on a developmental-task analysis approach to individualized prescriptive teaching, delivered in the home by parents with assistance from professionals.

Project ERIN: Early Recognition Intervention Network
Dedham, MA

A competency-based training program for teachers, coordinators, and parents in the modification of environment and materials and adult intervention to assist young children with special needs in regular and special education settings.

Cognitively Oriented Preschool Curriculum
Preschool Education Department
High/Scope Educational Research Foundation
Ypsilanti, MI

A preschool program with the designated purpose of mainstreaming mildly and moderately handicapped children with nonhandicapped children.

Central Institute for the Deaf Early Education Project
Early Education
Central Institute for the Deaf
St. Louis, MO

A program designed to help parents assume their natural role as the child's primary language teacher through parent-child interaction.

The Teaching Research Infant and Child Center
Classroom for Moderately and Severely Handicapped Children
Teaching Research
Oregon College of Education
Monmouth, OR

An individualized skills instruction program for moderately to severely handicapped children.

Program for Early Education of Children with Handicaps
Region IX Education Service Center
Wichita Falls, TX

A home intervention program involving parents in the teaching of their handicapped children.

Multi-Agency Project for Pre-schoolers
University Affiliated Exceptional Child Center
Logan, UT

A home- and community-based intervention program for handicapped children ages 0-5 and their parents in rural and remote areas.

Project SKI*HI
Department of Communicative Disorders
Utah State University
Logan, UT

A statewide program providing identification and language facilitation for hearing-handicapped children ages 0-6 through home management.

Communication Programs
Model Preschool Center for Handicapped Children
Experimental Education Unit, WJ-10
Child Development and Mental Retardation Center
University of Washington
Seattle, WA

A program to help young children who have a variety of communication and language handicaps.

Programs for Children with Down Syndrome
Experimental Educational Unit, WJ-10
Child Development and Mental Retardation Center
University of Washington
Seattle, WA

A program designed to accelerate and maintain developmental gains of children with Down syndrome and other developmental delays, to give help and training to their parents, to develop a transportable model, and to provide an exemplary demonstration program.

Comprehensive Training Program for Infant and
Young Cerebral Palsied Children
Demmer-Kiwanis Children's Division
Curative Rehabilitation Center
Milwaukee, WI

A program serving children ages 0-3 having a primary disability of moderate to severe neuromotor handicap with physical impairment severe enough to limit motor activity.

Portage Project
Cooperative Educational Service Agency 12
Portage, WI

A home-teaching program serving multicategorical handicapped children ages 0-6.

For more detailed information on these projects and the entire HCEEP program, consult Handicapped Children's Early Education Program: 1979-80 Overview and Directory (March 1980), produced by TADS and WESTAR for the Bureau of Education for the Handicapped, Division of Innovation and Development.

For descriptions of the JDRP-approved outreach projects, see Educational Programs That Work, Seventh Edition (Fall 1980).

The State Implementation Grant (SIG) program began in 1976. A SIG is a two-year, renewable, capacity-building award to a state education agency for use either in planning and developing or in expanding its early intervention services for handicapped children. A SIG can support development of administrative resources, but it cannot provide direct services to children. There are five ongoing areas of SIG activity: program development; administration, management, and evaluation; personnel development; communication and dissemination; and interagency coordination. Twenty-five states and U.S. territories received SIG funds in FY 1980. For a list of these states, see the chart on pp. 16-21.

In 1977, four early childhood research institutes received funding for five years, and renewal for another five years, to investigate specific aspects of early childhood education programs and services for the handicapped. On the Los Angeles campus of the University of California, REACH (Research on Early Abilities of Children with Handicaps) Institute conducts exploratory and evaluative studies on the competencies of handicapped and at-risk children under the age of six. Based in Lawrence at the University of Kansas, the Kansas Research Institute for the Early Education of the Handicapped is studying intervention methods for children at risk for handicapping conditions. At the Early Childhood

Research Institute for the Study of Exceptional Children, Educational Testing Service of Princeton, New Jersey and at Roosevelt Hospital in New York City, a joint program of development, assessment, documentation, and service activities focused on handicapped and at-risk infants and young children has been undertaken. Based at the University of North Carolina in Chapel Hill, CIREEH (Carolina Institute for Research on Early Education for the Handicapped) has focused its work on curriculum development for severely and multiply handicapped infants, on comparative studies of interventions among children with socially-caused mental retardation, on progress assessment of children with varying degrees of handicaps, and on documentation of family and environmental factors affecting early education of the handicapped.

Two technical assistance centers have also been funded through HCEEP to support SIGs and demonstration projects. Technical services and resources available from these centers include on-site consultations with experts about program planning and management, sponsorship of small-and large-group conferences, and cross-project transmittal of information and products. Both centers publish newsletters and other information products and publications for distribution to all components of HCEEP. Based in the Frank Porter Graham Child Development Center at the University of North Carolina in Chapel Hill, the Technical Assistance Development System (TADS) center has been operating since 1971. TADS currently serves 71 demonstration projects and 14 SIGs in states and U.S. territories east of the Mississippi River. Located at the University of Washington in Seattle, the Western States Technical Assistance Resource (WESTAR) center is a consortium operated by that University, the Teaching Research Division of the Oregon State System of Higher Education, and the National Association of State Directors of Special Education. In operation since 1977, WESTAR serves 56 demonstration projects and 12 SIGs in Wisconsin, Illinois, Mississippi, and states west of the Mississippi.

An integral part of the Division of Media Services, the Market Linkage Project, LINC Services, Inc. of Ohio provides marketing, legal, editorial, and technical services to arrange for dissemination and commercial distribution of products and educational resources developed under the auspices of the Office of Special Education. LINC offers marketing workshops designed to provide in-depth technical assistance to Office of Special Education development projects and increase the distribution potential of products and educational resources. LINC produces a Special Education Market Report for publishers, educators, and developers as well as other support materials.

POTENTIAL ADOPTERS

Adoption Concerns

The identification of targets for the dissemination efforts of D/Ds in early childhood education for the handicapped may require different approaches from those used by other D/D subnetworks. Many states do not have mandates regarding the education of young handicapped children, particularly in the age 0-3 category. The complexity involved in adopting an early special education model may also be a deterrent to potential adopters for the following reasons:

- These models have more components than most D/D programs, and they are components, such as family involvement or physical and occupational therapy, which cannot be left out.
- Many models have a relatively high per learner cost, primarily because of the expenses involved in providing special services.
- Installation and implementation of such models can take much longer than installation of non-special education programs.
- Adopters usually need intensive training, ongoing technical assistance, and frequent telephone and personal contact with the D/D to establish and maintain the model program and services properly.

As a result, interest and commitment among potential adopter agencies may have to be carefully stimulated and sustained.

Further, the relatively high cost and complexity involved in adopting a special education program may make it difficult for a lone agency to undertake such an adoption. A recent study by BEH* indicates that support for continuation of HCEEP early childhood demonstration models often had to be obtained from two or more sources. This finding would suggest that joint sponsorship or cooperative arrangements may be appropriate alternatives for those interested in adopting such programs.

Sponsors

The types of agencies which currently sponsor or administer HCEEP demonstration projects and outreach model services may be of help in identifying potential adopters. The special education center or division of local education agencies, and institutions of higher education that have departments or research centers concerned with child study, specific handicaps, special education, teacher education, pediatrics, or hospital education are frequent sponsors. A variety of other agencies may also be sponsors: public agencies; state education

*William W. Swan, "The Handicapped Children's Early Education Program: A Seed-Money Program That Projects Have Made Work," published in Exceptional Children, Fall 1980.

agencies; other state agencies, such as departments of public health and mental health; regional or intermediate education service agencies; other federal agency programs, such as Head Start, Title XX Day Care, or preschool incentive grant programs; hospitals and health centers; private nonprofit organizations, such as the YWCA; private foundations and associations; and private schools and institutions for the handicapped.

A useful starting place for locating information about potential adopters in a given state is the office of the state director or coordinator of special education (see chart on pp. 16-21). Another state-level resource in 25 states is the coordinator of the HCEEP State Implementation Grant (SIG) (see chart on p. 16-21). These offices have direct contacts with local school districts, universities, and other agencies and personnel who have an interest in early education for the handicapped. HCEEP demonstration projects, outreach projects, and outreach D/Ds operating in the state would be another useful resource, since special educators have communication networks of their own which may lead to contacts with potential adopters.

These are general suggestions, but they may help to stimulate the D/D models in preschool special education to identify and pursue new users.

PROGRAM, ADMINISTRATIVE, AND FUNDING RESOURCES

There are a number of policy, program, and administrative offices at federal, state, local, and other levels whose operations, programs, and funds can often be enjoined to support dissemination or adoption of models for early education of the handicapped.

Federal Resources

Within the U.S. Department of Education, the Office of Special Education (OSE) administers or monitors a variety of federal programs that can provide money, training support or opportunities, personnel, and adoption and dissemination support for programs in early education of the handicapped. For each program, the title, purpose, funding for FY 1980, and contact if applicable are indicated below.

1. State Plan Program for Education of the Handicapped, Title VI, Part B, EHA (Education of the Handicapped Act), P.L. 91-230 as amended by P.L. 93-380 and P.L. 94-142. The purpose of this formula grant program is to initiate, expand, and improve education and related services for handicapped preschool, elementary, and secondary children. The size of the grants is based on the number of handicapped children age 3-21 receiving special education and related services in the state. State education agencies that comply with P.L. 94-142 and submit a state plan for the use of federal and state resources for the education of the handicapped may apply annually. In turn, local and intermediate agencies apply to the state for these funds, according to guidelines established by the state. The program's appropriation for FY 1980 was $874 million. For information on the federal program, contact John Jones, Field Services Branch, Division of Assistance to States, Office of Special Education, Department of Education, Donohoe Building, Room 4046, 400 Maryland Avenue, SW, Washington, DC 20202. For information on the individual state programs, contact the appropriate director of special education listed in the chart on pp. 16-21 or the state Title VI B coordinator in that office.

2. Preschool Incentive Grant Program, Title VI, Part B, EHA. An additional formula grant program provides funds for states serving preschool handicapped children age 3-5. Each state must complete an Incentive Grant Application and receive federal approval. The state grant amount is determined by the number of handicapped children age 3-5 being served in the state in 1980 multiplied by approximately $75 per child. In FY 1980, the total allocation for this program was $25 million. Thirty-five states and territories received allocations under this program in FY 1980. See the chart on pp. 16-21 for these 35 states (noted with an asterisk) and for the program contact persons in all states. See the state-level section (p. 13) for further information.

3. HCEEP State Implementation Grants, Title VI, Part C, EHA. This program is intended to help state education agencies strengthen their capacity to plan or to expand early education opportunities for handicapped children. Although grants to states are based on the number of handicapped children age 3-5, the grants are awarded competitively. States must provide a

carefully designed plan for coordinating statewide programs and services for young handicapped children.

SIG funds cannot be used to provide direct services to children, but they can support training for professionals and parents and dissemination of information about early childhood education for the handicapped. About $2 million was distributed to 25 recipients for FY 1980. For a list of states receiving SIGs and agency contacts, see the chart on pp. 16-21.

4. Programs for Severely Handicapped Children and Youth, Title VI, Part C, EHA. The purpose of this program is to develop demonstration centers and services for severely handicapped children and youth. State departments of special education, intermediate and local education agencies, other public agencies, institutions of higher education, and private nonprofit organizations apply directly to the Office of Special Education. In FY 1980, the appropriation for this program was $5 million. Applications must usually be received before March. For announcements, information, and a list of centers, contact R. Paul Thompson, Division of Innovation and Development, Office of Special Education, Department of Education, Donohoe Building, Room 4046, 400 Maryland Avenue, SW, Washington, DC 20202.

5. Centers and Services for Deaf-Blind Children, Part C, EHA. The purpose of this program is to develop centers and services for deaf and blind children and their parents. State education agencies, institutions of higher education, medical centers, and other public and nonprofit agencies apply directly to the Office of Special Education. The appropriation in FY 1980 for this program was $16 million. For announcements, information, and a list of funded centers, contact Bob Dantona, Division of Assistance to States, Office of Special Education, Department of Education, Donohoe Building, Room 3155, 400 Maryland Avenue, SW, Washington, DC 20202.

6. Training Personnel for the Education of the Handicapped, Part D, EHA. This program supports training for teachers and other specialists in the education of handicapped children, including the area of early childhood education and training of volunteers and regular educators. The program includes Program Assistance Grants, Special Projects, and training grants to state education agencies. Institutions of higher education, state education agencies, and other nonprofit institutions apply directly to the Office of Special Education. The appropriation in FY 1980 for this program was $55,375,000. For announcements, information, and a list of participating states, contact Jasper Harvey, Division of Personnel Preparation, Office of Special Education, Department of Education, Donohoe Building, Room 4805, 400 Maryland Avenue, SW, Washington, DC 20202.

7. Information and Recruitment Program, Part D, EHA. This program is designed to support improvements in the recruiting of education personnel and to disseminate information about educational opportunities. The appropriation for FY 1980 was $1 million. Public and private nonprofit agencies apply directly to the Office of Special Education. For information, announcements, and a list of grantees, contact Harvey Liebergott, Room 1309, John F. Kennedy Federal Build, Boston, MA 02203.

8. Program for Education of Handicapped Children in State Operated or Supported Schools, P.L. 89-313 as amended by P.L. 93-380. The purpose of this program is to strengthen educational programs for handicapped children who are enrolled in state-operated or state-supported schools. State departments of education and other state agencies responsible for providing education in such schools may apply to the Office of Special Education for formula grants. The amounts distributed to state agencies are based on the number of handicapped children in average daily attendance at these schools. State agencies apply to the state education agency. Individual schools apply to their supervising state agency; final approval from the state education agency is required for funding. Supplemental services that these monies can be used to support include instruction, physical education, equipment, and teacher and aide training. In FY 1980, the program received an appropriation of $146,356,000. The federal contact for this program is Bill Tyrell, Division of Assistance to States, Office of Special Education, Department of Education, Donohoe Building, Room 4926, 400 Maryland Avenue, SW, Washington, DC 20202. For information on the state-level program, contact the Title I or P.L. 89-313, coordinator in the state education agency.

9. Innovation in Special Education, Title IV, Part C, Elementary and Secondary Education Act (ESEA) as amended by P.L. 93-380. This formula grant program is designed to improve local educational practice by a variety of activities, including the adoption of existing successful projects. The program requires that 15 percent of the funds -- in FY 1980, $21,982,500 -- be set aside for programs for the education of handicapped children. Local public education agencies apply to their state education agency, which establishes the guidelines and procedures for the use and distribution of these funds. Contact the Title IV-C coordinator in the individual state education agency for further information.

State-Level Resources

Each state education agency (SEA) has a unit specifically concerned with special education. In many states, this unit determines and supervises the use of state-based resources for special education; usually, the unit oversees administration of the federal programs and resources described in the preceding section. The name of this unit varies from state to state -- Division of Special Education, Office for the Education of Children with Handicapping Conditions, Office of Exceptional Children, and Bureau of Pupil Personnel and Special Educational Systems are just four of the names by which such units are known. The director or coordinator of special education and the office address for each state are listed in the chart on pp. 16-21. Each director should have information on statewide needs and activities in early education for the handicapped as well as copies of the annual staff program plan.

Although each state has a state education agency contact for the Preschool Incentive Grant Program, only 35 states received these grants in FY 1980. The name of the contact for each state is listed in the chart on p. 16-21, which identifies FY 1980 state grant recipients with an asterisk. Among the activities which may be supported with these funds are information assistance, training, and counseling for parents; child diagnosis and assessment; and speech, occupational, and physical therapy. SEAs have some latitude regarding the use of

these grant monies and they can opt to distribute funds through competition as well as on an entitlement basis to local and intermediate education agencies.

Twenty-five states and territories currently have an HCEEP State Implementation Grant (SIG). The chart on pp. 16-21 lists the SIG director and, if applicable, the SIG coordinator for each of these states. Note that in 13 states the same person is responsible for both SIG and Preschool Incentive Grant Activities. In these states, this combination of program responsibilities in one individual may make it easier to coordinate strategies for dissemination within the state and to identify potential adopters of models for the early education of the handicapped.

Coordinators or administrators of the ESEA Title I and Title IV-C programs in individual state education agencies are other useful contacts for information on resources and funding.

In addition, each state has a planning council, mandated by federal law, that advises the governor and oversees the development and implementation of continuing services and programs to meet the needs of the developmentally disabled, including the mentally retarded, cerebral palsied, epileptic, autistic, and other severely handicapped populations. The state council determines the state's priorities. Thus, state funds, as well as federal funds, may be available to support such services in early education as screening, diagnosis, and evaluation as well as to stimulate the development of new programs and to conduct parent training if the state has placed its priorities in these areas.

In some states, social services programs for individuals and families supported by Title XX, P.L. 93-647, Social Services Amendments of 1974, fund day care, early education programs, preschool group home providers, and training designed to serve the needs of eligible handicapped children of preschool age. The agency administering Title XX in these states should be contacted for specific information.

Local Resources

Local education agencies are not only potential adopters but also sources of information, training, and funds. The local school district administrator for special education should be contacted for information about local early childhood personnel, services, and programs for the handicapped. District Title I coordinators and local Head Start directors are other useful contacts in efforts to coordinate support, training, and delivery of model services and programs to handicapped preschoolers.

Special education and other departments of local community and junior colleges sometimes offer expertise and program resources suitable for training local-level professionals, paraprofessionals, teachers, and parents.

Other Resources

Institutions of higher education (IHE) are potential sources of personnel and training. They may be potential adopters if they are interested in new teacher preparation programs and materials or in applying and studying exemplary models

for educating young handicapped children. Most IHEs prefer to develop their own programs. However, they often use project-developed materials in their courses.

Intermediate service agencies (ISAs) often provide special services and materials to member or area school districts. Their potential for technical assistance, dissemination, and adoption of models and materials should be explored. In Illinois, for example, a network of seven centers for educational improvement was established through ESEA Title IV-C. Such centers may provide help to local school districts interested in adopting or adapting validated special education programs; this help can include technical assistance, consultation services, and funds for the purchase of the materials, supplies, and consultation required for start-up.

Professional organizations at national, state, and local levels have resources that can sometimes be used for technical assistance, training, funding, and communication of information about model programs in special education. The National Education Association and its affiliated professional associations have subnetworks of members interested in early education for the handicapped. The National Association for State Directors of Special Education (NASDE), which is headquartered in Washington, DC,* has a membership of more than 350 professional personnel from state agencies serving the education of exceptional children. NASDE provides a variety of information services; technical assistance for state-level problem solving; professional development workshops, seminars, and training institutes and training materials; and product resources for its members. Other professional associations that provide similar services should be identified and contacted. Some associations are listed in the section on information resources.

Private associations, foundations, and volunteer organizations at national, state, and local levels are other sources of information, dissemination support, training, and funding. National-level organizations that support the education and special interests of the handicapped are identified briefly in the following section.

*NASDE's address is: 1201 16th Street, NW, Washington, DC 20036.

1979-80 Contacts for State Education Agency Offices of Special Education
Preschool Incentive Grant Program,* and HCEEP State Implementation Grants, by States

State or Territory	State Director of Special Education	Preschool Incentive Grant Program Contact*	HCEEP State Implementation Grant Director or Coordinator
ALABAMA	Patricia McLaney, State Director Exceptional Children & Youth State Department of Education 168 State Office Bldg. Montgomery, AL 36104	Sue Akers State Department of Education Exceptional Children and Youth Part B, EHA Incentive Grant Montgomery, AL 36104	Bill Ward, SIG Director Sue Akers, SIG Coordinator Alabama State Department of Education State Office Building, Room 483 Montgomery, AL 36130
ALASKA	John M. Stamm, State Director Exceptional Children and Youth State Department of Education Pouch F Juneau, AK 99801	Sherman Welch* State Department of Education* Office for Exceptional Children Division of Educational Program Support Part B, EHA Incentive Grant Pouch F Juneau, AK 99811	
ARIZONA	Diane Peterson, State Director Special Education State Department of Education 1535 W. Jefferson Phoenix, AZ 85007	Diane Renne Department of Education Division of Special Education Part B, EHA Incentive Grant 1535 West Jefferson Phoenix, AZ 85007	Diane Peterson, SIG Director
ARKANSAS	Larry Rogers, State Director Division of Instructional Services State Department of Education Arch Ford Education Bldg. Little Rock, AR 72201	Larry Stang Department of Education Special Education Section Part B, EHA Incentive Grant State Education Building Little Rock, AR 72201	
CALIFORNIA	Gordon Duck, State Director Special Education Division Department of Public Instruction 721 Capitol Mall, Room 614 Sacramento, CA 95814	Don Keeney* State Department of Education Office of Special Education Part B, EHA Incentive Grant 721 Capitol Mall Sacramento, CA	Don Keeney, SIG Director Nancy Obley, SIG Coordinator
COLORADO	Peter Fanning, State Director Pupil Services Unit State Department of Education State Office Building 201 E. Colfax Denver, CO 80203	Brian McNulty* State Department of Education Pupil Personnel Unit Part B, EHA Incentive Grant State Office Building Denver, CO 80203	
CONNECTICUT	Tom Gillung, State Director Bureau of Pupil Personnel & Special Educational Services State Department of Education P.O. Box 2219 Hartford, CT 06115	Virginia Guldager* Connecticut State Board of Education Part B, EHA Incentive Grant P.O. Box 2219 Hartford, CT 06115	Virginia Guldager, SIG Director
DELAWARE	Carl M. Haltom, State Director Department of Public Instruction Townsend Building Donver, DE 19901	Barbara Humphreys* State Department of Public Instruction Part B, EHA Incentive Grant Townsend Building Dover, DE 19901	

*Indicates state has applied for and received allocation for fiscal year 1980

State or Territory	State Director of Special Education	Preschool Incentive Grant Program Contact*	HCEEP State Implementation Grant Director or Coordinator
DISTRICT OF COLUMBIA	Doris A. Woodson, State Director Division of Special Educational Programs State Department of Education 415 12th Street, N.W. Washington, D.C. 20004 Charles Cordova, State Director Bureau of Indian Affairs Department of the Interior Special Education Division 1951 Constitution Avenue, N.W. Washington, D.C. 20245	Robbie King Department of Education Division of Special Educational Programs Part B, EHA Icnentive Grants Presidential Building, Suite 602 415 12th Street, N.W. Washington, D.C. 20004 Noel Malone Bureau of Indian Affairs Division of Continuing Education Part B, EHA Incentive Grant 1951 Constitutin Avenue, N.W. Washington, D.C. 20242	Doris A. Woodson, SIG Director
FLORIDA	Landis M. Stetler, State Director Bureau of Education for Exceptional Students State Department of Education 319 Knott Building Tallahassee, FL 32304	Nancy Thomas* Florida Department of Education Bureau of Education for Exceptional Students Part B, EHA Incentive Grant Tallahassee, FL 32304	
GEORGIA	Arthur E. Bilyeu, State Director Program for Exceptional Child Department of Education State Office Building Atlanta, GA 30334	Richie Snowden State Department of Education Special Education Projects Part B, EHA Incentive Grant Atlanta, GA 30334	Richie Snowden, SIG Director
HAWAII	Miles S. Kawatachi, State Director Special Needs Branch State Department of Education Box 2360 Honolulu, HI 96804	Verna Lee State Department of Education Part B, EHA Incentive Grant 1270 Queen Emma Street, Room 805 Honolulu, HI 96813	
IDAHO	Judy Schrag, State Director Special Education Division State Department of Education Len Jordan Building Boise, ID 83720	Martha Noffsinger* State Department of Education Division of Special Education Part B, EHA Incentive Grant Len Jordan Building Boise, ID 83720	
ILLINOIS	Joseph Fisher, State Director Department of Special Educational Services State Department of Education 100 N. First Street Springfield, IL 62777	Julie Carter* State Department of Education Part B Handicapped Programs Incentive Grant 100 North First Street Springfield, IL 62777	
INDIANA	Gilbert A. Bliton, State Director Division of Special Education Department of Public Instruction 229 State House Indianapolis, IN 46204	Hank Binder* Department of Public Instruction Division of Special Education Part B, EHA Incentive Grant 120 West Market, 10th Floor Indianapolis, IN 46204	
IOWA	J. Frank Vance, State Director Division of Special Education Department of Public Instruction Grimes State Office Building Des Moines, IA 50319	Joan Clary* State Department of Public Instruction Division of Special Education Part B, EHA Incentive Grant Grimes State Office Building Des Moines, IA 50319	
KANSAS	James E. Marshall, State Director Division of Special Education State Department of Education 120 East Tenth Street Topeka, KS 66612	Betty Weithers* State Department of Education Special Education Office Part B, EHA Incentive Grant 120 East Tenth Street Topeka, KS 66612	Phyllis Ellis, SIG Director Lucille Paden, SIG Coordinator Janelle Mulvenon, SIG Coordinator Kansas Preschool Handicapped Project Kansas State Department of Education 120 East 10th Street Topeka, KS 66612

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State or Territory	State Director of Special Education	Preschool Incentive Grant Program Contact*	HCEEP State Implementation Grant Director or Coordinator
KENTUCKY	Billie R. Downing, State Director Bureau of Education for the Exceptional Children Department of Education Capital Plaza Tower - 8th Floor Frankfort, KY 40601	Betty Bright* State Department of Education Division of Supporting Services Bureau of Education for Exceptional Children Part B, EHA Incentive Grant Frankfort, KY 40601	
LOUISIANA	Henry Smith, State Director Special Educational Services State Department of Education Capital Station P.O. Box 44064 Baton Rouge, LA 70804	Joyce Kilshaw* State Department of Public Education Special Educational Services Part B, EHA Incentive Grant Capitol Station, P.O. Box 44064 Baton Rouge, LA 70804	Henry Smith, SIG Director
MAINE	Robert Vail, Acting State Director Division of Special Education State Department of Education and Cultural Services Augusta, ME 04330	Christine Bartlett* State Department of Educational and Cultural Services Federal Programs for the Handicapped Part B, EHA Incentive Grant Augusta, ME 04333	Christine B. Bartlett, SIG Director
MARYLAND	Martha Irvin, State Director Division of Special Education State Department of Education P.O. Box 8717, BWI Airport Baltimore, MD 21240	Lyn Leslie* State Department of Education Federal Projects Section Part B, EHA, Incentive Grant P.O. Box 8717, BWI Airport Baltimore, MD 21240	Joan Maynard Marland State Department of Education Special Education 200 W. Baltimore Street Baltimore, MD 21201
MASSACHUSETTS	Roger Brown, State Director Division of Special Education State Department of Education 31 St. James Avenue Boston, MA 02116	Ann Taylor* State Department of Education Division of Special Education Bureau of Management Part B, EHA Incentive Grant 31 St. James Street, 6th Floor Boston, MA 02116	Ann Taylor, SIG Director
MICHIGAN	Murray O. Batten, State Director Special Education Services State Department of Education P.O. Box 420 Lansing, MI 48902	Ruth Hayes State Department of Education Special Education Services Part B, EHA Incentive Grant P.O. Box 30008 Lansing, MI 48909	
MINNESOTA	John C. Groos, State Director Special Education Section State Department of Education Capitol Square 550 Cedar Street St. Paul, MN 55101	Jean Dorley State Department of Education Federal Programs for Handicapped Part B, EHA Incentive Grant Capitol Square, 550 Cedar Street St. Paul, MN 55101	
MISSISSIPPI	Walter H. Moore, State Director Division of Special Education State Department of Education P.O. Box 771 Jackson, MS 39205	Alice Hobson* State Department of Education Special Education Section Part B, EHA Incentive Grant P.O. Box 771 Jackson, MS 39205	
MISSOURI	Roland J. Werner, Jr. State Director Division of Special Education Department of Elementary and Secondary Education P.O. Box 480 Jefferson City, MO 65102	Roland J. Werner, Jr.*	Roland J. Werner, Jr., SIG Director
MONTANA	Shirley Miller, State Director Special Education Division Office of Public Instruction State Capitol Helena, MT 59601	Scott Lane Office of Public Instruction Division of Federal Programs Special Education Unit Part B, EHA Incentive Grant State Capitol Helena, MT 59601	Scott Lane, SIG Director

*Indicates state has applies for and received allocation for fiscal year 1980.

State or Territory	State Director of Special Education	Preschool Incentive Grant Program Contact*	HCEEP State Implementation Grant Director or Coordinator
NEBRASKA	Gary Sherman, State Director Special Education Section State Department of Education 223 South 10th Street Lincoln, NE 68508	Jan Thelen* State Department of Education Special Education Section Part B, EHA Incentive Grant 233 South 10th Street Lincoln, NE 68508	
NEVADA	Frank South, State Director Division of Special Education State Department of Education 440 W. King St., Capitol Complex Carson City, NV 89701	Sharon Palmer* State Department of Education Exceptional Pupil Education Part B, EHA Incentive Grant 400 West King Street Carson City, NV 89710	Sharon Palmer, SIG Director
NEW HAMPSHIRE	Edward DeForest, State Director Special Education Division State Department of Education 105 Loudon Road, Building #3 Concord, NH 03301	Jonathan McIntire* State Department of Education Special Education Part B, EHA Incentive Grant 105 Loudon Road, Building #2 Concord, NH 03301	
NEW JERSEY	Paul B. Winkler, State Director Deputy Associate Comm. PPS State Department of Education 225 W. State Street Trenton, NJ 08625	Paul Porado* State Department of Education Federal Programs Handicapped Children Part B, EHA Incentive Grant 225 West State Street Trenton, NJ 08625	
NEW MEXICO	Elie S. Gutierrez, State Director Division of Special Education State Department of Education 300 Don Gaspar Avenue Santa Fe, NM 87503	Ruth Fletcher-Brown* State Department of Education Federal Programs Handicapped Children Part B, EHA Incentive Grant State Education Building 300 Don Gaspar Avenue Santa Fe, NM 87503	
NEW YORK	Lou Grumet, State Director Office for the Education of Children with Handicapping Conditions State Department of Education 55 Elk Street Albany, NY 12234	Hortense Jones* State Education Department Office for Education of Children with Handicapping Conditions Part B, EHA Incentive Grant 55 Elk Street Albany, NY 12234	Larry Gloeckler, SIG Director Priscilla Fullingham, SIG Coordinator N.Y. State Department of Education Bureau of Program Development Room 1061 Office for Education of Children with Handicapping Conditions Albany, NY 12234
NORTH CAROLINA	Theodore R. Drain, State Director State Department for Public Instruction Division for Exceptional Children Education Building 211 West Edenton St. Raleigh, NC 27611	Mabel Harbinson* State Department of Public Instruction Part B, EHA Incentive Grant Education Building 211 West Edenton St. Raleigh, NC 27611	Theodore R. Drain, SIG Director Mabel Hardison, SIG Coordinator
NORTH DAKOTA	Roger Miller, State Director Special Education Division Department of Public Instruction State Capitol Bismarck, ND 58501	Gary Gronberg State Department of Public Instruction Federal Programs Handicapped Children Part B, EHA Incentive Grant Bismarck, ND 58501	
OHIO	S. J. Bonham, Jr., State Director Division of Special Education State Department of Education 933 High Street Worthington, OH 43085	Jay Todd* State Department of Education Administrative Services Division of Special Education 933 High Street Worthington, OH 32085	Veronica Payer, SIG Director Carol Quick, SIG Coordinator Division of Special Education 933 High Street Worthington, OH 43085
OKLAHOMA	Maurice P. Walraven State Director, Division of Special Education State Department of Education 2500 N. Lincoln, Suite 263 Oklahoma City, OK 73105	JoAnn Gardoni* State Department of Education Division of Special Education Part B, EHA Incentive Grfant Oklahoma City, OK 73105	JoAnn Gordoni, SIG Director Mary Lou Acers, SIG Coordinator Oklahoma Department of Education 2500 North Lincoln Blvd., Room 2-63 Oklahoma City, OK 73105

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State or Territory	State Director of Special Education	Preschool Incentive Grant Program Contact*	HCEEP State Implementation Grant Director or Coordinator
OREGON	Mason D. McQuiston State Director Division of Special Education State Department of Education 942 Lancaster Drive, N.E. Salem, OR 97310	Terry Kramer* Oregon Department of Education Federal Funds for Handicapped Children Part B, EHA Incentive Grant Salem, OR 97310	Terry Kramer, SIG Director
PENNSYLVANIA	Gary Makuch, State Director Bureau of Special and Compensatory Education State Department of Education P.O. Box 911 Harrisburg, PA 17126	G. Edwin Lint* Department of Education Division of Special Education Federal Programs Part B, EHA Incentive Grant P.O. Box 911 Harrisburgh, PA 17126	
RHODE ISLAND	Charles Harrington, State Director Division of Special Education State Department of Education Roger Williams Building Room B-11-A Hayse Street Providence, RI 02908	Charles Harrington State Department of Education Part B, EHA Incentive Grant Roger Williams Building Room B-11-A Hayse Street Providence, RI 02908	
SOUTH CAROLINA	Robert S. Black, State Director Office of Programs for the Handicapped State Department of Education Room 309, Rutledge Bldg. Columbia, SC 29201	Frances Boswell* State Department of Education Office of Federal Programs Part B, EHA, Incentive Grant 212 Rutledge Building Columbia, SC 29201	
SOUTH DAKOTA	George Levin, State Director Section for Special Education Division of Elementary & Secondary Education Richard R. Kneip Building Pierre, SD 57501	Sharyl Gottschalk* Division of Elementary and Secondary Education Section for Special Education Part B, EJA, Incentive Grant Richard F. Kneip Building Pierre, SD 57501	Sharyl Gottschalk, SIG Director
TENNESSEE	Vernon L. Johnson, State Director Education for the Handicapped State Department of Education 103 Cordell Hull Building Nashville, TN 37219	Bette Berry State Department of Education Division for the Education of the Handicapped Part B, EHA, Incentive Grant 104 Cordell Hull Building Nashville, TN 37219	
TEXAS	Don Weston, State Director Division of Special Education Texas Education Agency 201 E. 11th Street Austin, TX 78701	Kenneth Crow* Texas Education Agency Division of Special Education Part B, EHA, Incentive Grant 201 East 11th Street Austin, TX	
UTAH	R. Elwood Pace, State Director Pupil Services Coordinator Utah State Board of Education 250 E. 5th South Salt Lake City, UT 84111	Phil Hardy* Utah State Board of Education Special Education Part B, EHA, Incentive Grant 250 E. Fifth, South Salt Lake City, UT 84111	
VERMONT	Jean S. Garvin, State Director Special Educational and Pupil Personnel Services State Department of Education Montpelier, VT 05602	Tony Campbell* State Department of Education Special Educational and Pupil Personnel Services Part B, EHA, Incentive Grant Montpelier, VT 05602	
VIRGINIA	James T. Micklem, State Director Division of Special Education State Department of Education P.O. Box 6Q Richmond, VA 23216	Mary Jo Bunce Department of Education Division of Special Education Part B, EHA Incentive Grant P.O. Box 6Q Richmond, VA 23216	Mary Jo Bunce, SIG Director

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State or Territory	State Director of Special Education	Preschool Incentive Grant Program Contact*	HCEEP State Implementation Grant Director or Coordinator
WASHINGTON	William Hutlen, State Director Department of Public Instruction Special Services Section Old Capitol Building Olympia, WA 98504	Linda Espinoza* Department of Public Instruction Special Services Section Part B, EHA, Incentive Grant Old Capitol Bldg. Olympia, WA 98504	Linda Espinoza, SIG Director
WEST VIRGINIA	Keith Smith, State Director Division of Special Education State Department of Education Capitol Complex, Room B-057 Charleston, WV 25305	Nancy Vorobey West Virginia Department of Education Special Education Part B, EHA, Incentive Grant Building 6, Room B-315 Capitol Complex Charleston, WV 25305	Keith Smith, SIG Director Connie Bettino, SIG Coordinator
WISCONSIN	Victor Contrucci, State Director Division for Handicapped Children State Department of Public Instruction 126 Langdson Street Madison, WI 53702	Pat Deluca Department of Public Instruction Division for Handicapped Children Part B, EHA, Incentive Grant 126 Langdson Street Madison, WI 53702	Betty Rowe, SIG Director Wisconsin Department of Public Instruction Division for Handicapped Children 126 Langdson Street Madison, WI 53702
WYOMING	Lamar Gordon, Jr. State Director Office of Exceptional Children State Department of Education Cheyenne, WY 82002	Judy Schler State Department of Education Federal Programs Part B, EHA, Incentive Grant Cheyenne, WY 82002	
AMERICAN SAMOA	Iakopo F. Taula'i, State Director Division of Special Education State Department of Education Pago Pago, American Samoa 96799	Beth Scott Department of Education Special Education Division Part B, EHA Incentive Grant Government of American Samoa Pago Pago, American Samoa 96799	
GUAM	Victoria Harper, State Director Department of Education P.O. Box DE Agana, Guam 96910	Victoria Harper Department of Education P.O. Box DE Agana, Guam 96910	
MARIANA ISLANDS	Ireneus Akapito, Acting Commr. Special Education Office of Education Office of the Higher Commr. Saipan, Mariana Islands 96950		
PUERTO RICO	Gloria Bermudez de Miranda, State Director Special Education Program for Handicapped Children Department of Education Box 759 Hato Rey, PR 00919	Vidal Velez Department of Education Federal Programs Part B, EHA, Incentive Grant Hato Rey, PR 00924	
VIRGIN ISLANDS	Iselyne M. Hennessey Acting State Director Department of Education Division of Special Education Charlotte Amalie St. Thomas, V.I. 00801	Robert Rogers Department of Education Director of Special Education Part B, EHA, Incentive Grant P.O. Box 630, Charlotte Amalie St. Thomas, V.I. 00801	Iselyne Hennessey, SIG Director

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SPECIAL INTEREST AND PROFESSIONAL ASSOCIATIONS

The resources listed below are just a few of the special interest and professional associations with an expressed interest in the education of or services for handicapped children. Additional resources of this type are listed in the three-volume Encyclopedia of Associations, 14th edition (published by Gale Research Co., Book Tower, Detroit, Michigan 48226). Volume 1, National Organizations of the United States, organizes descriptions of associations by area of interest and indexes them by name. Information on each association includes a contact name, address, and telephone number, as well as a description of its membership, purpose, activities, and publications. Volume 2 is a Geographic and Executive Index. Volume 3 is entitled New Associations and Periodical Supplement.

ALEXANDER GRAHAM BELL ASSOCIATION FOR THE DEAF

3417 Volta Place, NW, Washington, DC 20007; (202) 337-5220.

A national private nonprofit organization to promote training in the use of residual hearing and speech. With 110 local affiliates, its membership consists mainly of parents, teachers, and oral-deaf adults. The Association publishes books for parents and teachers on teaching and guiding deaf and hearing-impaired children, and it has a large information center and library, which is open to the public. The Association places high priority on early detection and on parent-infant programs and home training programs for young children.

AMERICAN ASSOCIATION OF SPECIAL EDUCATORS

107-20 125th Street, Richmond Hill, NY 11419; (212) 641-1224.

A national association with a membership of 1,500 special educators, other professionals, and parents to assist those involved in problems of education, training, work, and recreation activities for the handicapped. Publications include a journal, dictionary, and directory.

AMERICAN FOUNDATION FOR THE BLIND

15 W. 16th Street, New York, NY 10011; (212) 620-2000.

A private nonprofit agency that collects and disseminates information nationally, conducts research, and provides consultations on such services to blind persons as the production and sale of aids and appliances, information and referral services, the recording and manufacture of talking books, and the publication of a variety of materials. In addition, specialists in education are available to assist local agencies and schools with program planning, administration, and staff development for programs serving blind children.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

3615 Wisconsin Avenue, NW, Washington, DC 20016; (202) 363-6963.

Membership includes teachers, parents, and others interested in promoting educational practices for children from infancy through early adolescence. The association maintains an information service and library on child development, early childhood, and elementary education.

COALITION FOR CHILDREN AND YOUTH

815 15th Street, NW, Suite 6000, Washington, DC 20005; (202) 347-9380.

A coalition of organizations that serves as an information clearinghouse and provides consultation, technical assistance, and other services to member organizations.

COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION

6807 Park Heights Avenue, Baltimore, MD 21215; (301) 358-0375.

With a membership of 3,600 administrators, directors, supervisors of programs, schools, and special education classes, and special administration educators in 17 state groups, this professional organization studies, publishes, and communicates information about services for exceptional children.

CYSTIC FIBROSIS FOUNDATION

3379 Peachtree Road, NE, Atlanta, GA 30326; (404) 262-1100.

A national voluntary organization that supports research on cystic fibrosis and medical care for its victims, as well as public and professional educational programs benefiting all children with lung-damaging diseases. Information on cystic fibrosis is available for parents, researchers, and teachers. Over 100 Cystic Fibrosis Centers, located in hospitals throughout the U.S., specialize in the diagnosis and treatment of cystic fibrosis.

DAY CARE AND CHILD DEVELOPMENT COUNCIL OF AMERICA, INC.

570 Southern Building, 805 15th Street, NW, Washington, DC 20005; (202) 638-2316.

A nonprofit advocacy organization with a membership of 6,000, this organization aims at increasing the availability of children's services and at raising the quality of child care programs through development of local involvement and education. The organization functions as a national information center and offers consultation on program planning, fund raising, and organizational techniques.

FOUNDATION FOR CHILDREN WITH LEARNING DISABILITIES

99 Park Avenue, New York, NY 10016; (212) 687-7211.

Established to increase public awareness of the needs of LD children, this organization provides funds to programs that aid academic and sociable learning and also sponsors fund raising and projects.

MUSCULAR DYSTROPHY ASSOCIATION

810 Seventh Avenue, New York, NY 10019; (212) 586-0808.

A national volunteer health organization that raises money to support services for persons with muscular dystrophy and related neuromuscular diseases. The activities of the association include patient service programs such as summer and winter camps, provision of orthopedic appliances, project research grants, and fellowships.

NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

1834 Connecticut Avenue, NW, Washington, DC 20009; (202) 232-8777.

An organization with 31,000 members and 200 local groups established to act on behalf of the needs and rights of children ages 0-8, its primary focus is on providing educational services and resources. Members are teachers, program directors, and others involved in nursery schools, day care centers, cooperatives, church groups, play groups, and other groups with programs for young children.

NATIONAL ASSOCIATION FOR RETARDED CITIZENS AND CHILDREN

2709 Avenue E East, Arlington, TX 76011; (817) 261-4961.

A national voluntary organization devoted solely to promoting the welfare of retarded persons and their families with more than 1,900 state and local groups, more than 300,000 adult members, and 20,000 youth members. This organization promotes a variety of continuous programs designed to conduct research into the causes of mental retardation and its prevention and to assist mentally retarded individuals of all ages. Publications are available for parents, professionals, and other interested persons. Some local chapters sponsor infant development centers, day care centers, recreation programs, and summer camps.

NATIONAL ASSOCIATION OF STATE DIRECTORS OF SPECIAL EDUCATION

Suite 610-C, NEA Building, 1201 16th Street, NW, Washington, DC 20036; (202) 833-4193.

A national association of 325 state-level directors of special education consultants, supervisors, and administrators. Its purposes are to consider and act upon current problems and issues concerning the education of exceptional children; to help establish activities and effective leadership in developing educational services and facilities for handicapped and gifted children, youth, and adults;

to help establish helpful relations between those responsible for developing state and federal special education programs and those responsible for general curriculum planning at local, state, and national levels; and to coordinate special education interests with local, state, and national organizations interested in special education. The association publishes a newsletter containing information on actions by Congress and other agencies and organizations regarding special education, and other publications concerning current issues. In addition, consultative services are available.

NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS

2023 West Ogden Avenue, Chicago, IL 60612; (312) 243-8400.

A national organization to provide rehabilitation services to persons with physical handicaps through a nationwide network of rehabilitation and treatment centers, sheltered workshops, employment services, residential and day camps, and mobile and home therapy units. The national society also disseminates educational information on cerebral palsy and other physical handicaps, sponsors a variety of programs and services for handicapped children, and works with other voluntary and government agencies.

NATIONAL FOUNDATION - MARCH OF DIMES

1275 Mamaroneck Avenue, White Plains, NY 10605; (914) 428-7100.

A national foundation, the goal of which is the prevention of birth defects through support programs of research, medical service, and professional and public health education.

NATIONAL SOCIETY FOR AUTISTIC CHILDREN

169 Tampa Avenue, Albany, NY 12208; (518) 489-7375.

A national society dedicated to the education and welfare of children with severe communication and behavior disorders. Its major activities include the dissemination of materials on autism to the public, annual regional and national meetings, the operation of an information and referral service, and support of research into the causes, treatment, and possible cures for autism.

SPINA BIFIDA ASSOCIATION OF AMERICA

343 S. Dearborn, Suite 319, Chicago, IL 60604; (312) 663-1562.

A national volunteer association that provides information services and materials on spina bifida to parents and professionals. It also provides training to personnel to aid treatment care education.

The special interest and professional associations listed below make a variety of resources available to handicapped individuals, the parents of handicapped individuals, and those who serve handicapped individuals. This chart identifies these resources under three main headings: clients served, services provided, and publications.

Special Interest and Professional Associations

	CLIENTS SERVED																SERVICES PROVIDED											PUBLICATIONS					
	HANDICAPPED INDIVIDUALS	ADMINISTRATORS/PROFESSIONALS	TEACHERS	PARENTS	GENERAL PUBLIC	MEMBERS	SUBSCRIBERS	LOCAL, REGIONAL, STATE & FEDERAL ORGANIZATIONS	LOCAL, REGIONAL, STATE & INTERMEDIATE AGENCIES	VOLUNTEERS	THERAPISTS	TEACHER TRAINERS	STUDENTS	RESEARCHERS	PSYCHOLOGISTS	PARAPROFESSIONALS	TELEPHONE HOTLINE	TECH. CONSULT./ASSISTANCE	ANNUAL CONF./CONVENTIONS	SEMINARS/WORKSHOPS	LECTURERS/LECTURE SERIES	TRAIN. COURSES/INSTITUTES	AUDIOVISUAL MATERIALS	LEGIS. PROG./PRODUCT REVIEW	EXEMPLARY PROGRAM/REVIEW	CLEARINGHOUSE	SPECIALIZED LIBRARY	DATA BASE	GRANT AWARDS	NEWSLETTERS	JOURNALS	PERIODICALS/PAMPHLETS	MONOGRAPHS/SPECIAL REPORTS	CATALOGS	BOOKS
American Alliance for Health, Physical Education and Recreation, and Dance, 1900 Association Drive, Reston, VA 22091	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
American Association of Special Educators, 107–20 125th Street, Richmond Hill, NY 11419		✓	✓	✓			✓	✓	✓			✓	✓	✓	✓				✓											✓		✓	
American Association of University Affiliated Programs for the Developmentally Disabled, 1100 17th Street, NW, Washington, DC 20036		✓	✓					✓	✓		✓	✓						✓	✓	✓		✓						✓	✓			✓
American Foundation for the Blind, 15 West 16th Street, New York, NY 10011	✓	✓	✓	✓								✓	✓					✓					✓	✓	✓		✓			✓	✓	✓	✓
American Speech and Hearing Association, 9030 Old Georgetown Road, Bethesda, MD 20014	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓		✓	✓	✓	✓		✓	✓	✓	✓				✓	✓	✓	✓	✓
Association for Children with Learning Disabilities, 4156 Library Road, Pittsburgh, PA 15236	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		✓	✓	✓			✓	✓		✓		✓	✓
Closer Look: National Information Center for the Handicapped, Box 1492, Washington, DC 20013	✓	✓	✓	✓			✓	✓			✓	✓	✓		✓								✓		✓					✓			
Clearinghouse on the Handicapped, Office of Handicapped Individuals, Office of Special Education & Rehabilitative Services, Department of Education, 338D Hubert Humphrey Bldg., 200 Independence Avenue, SW, Washington, DC 20201	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓						✓					✓	✓	✓	
Center for Innovation in Teaching Handicapped, Dissemination and Retrieval Unit, Indiana University, 2805 East Tenth Street, Bloomington, IN 47401		✓	✓					✓		✓		✓	✓	✓	✓					✓		✓	✓					✓			✓	✓	
Council for Exceptional Children (CEC), 1920 Association Drive, Reston, VA 22091	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Department of Health and Human Services, Health Services Administration, Bureau of Community Health Services, 5600 Fishers Lane, Rockville, MD 29857	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓		✓							✓						✓				
Department of Health and Human Services, Office of Human Development Services, Administration for Children, Youth and Families, 400 6th Street, SW, Washington, DC 20201	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓		✓					✓	✓	✓				✓		✓		✓

Special Interest and Professional Associations

	CLIENTS SERVED																	SERVICES PROVIDED																PUBLICATIONS					
	HANDICAPPED INDIVIDUALS	ADMINISTRATORS/PROFESSIONALS	TEACHERS	PARENTS	GENERAL PUBLIC	MEMBERS	SUBSCRIBERS	LOCAL, REGIONAL, STATE & FEDERAL ORGANIZATIONS	LOCAL, REGIONAL, STATE, & INTERMEDIATE AGENCIES	VOLUNTEERS	THERAPISTS	TEACHER TRAINERS	STUDENTS	RESEARCHERS	PSYCHOLOGISTS	PARAPROFESSIONALS	TELEPHONE HOTLINE	TECH. CONSULT. ASSISTANCE	ANNUAL CONF./CONVENTIONS	SEMINARS/WORKSHOPS	LECTURERS/LECTURE SERIES	TRAIN. COURSES/INSTITUTES	AUDIOVISUAL MATERIALS	LEGIS. PROG./PRODUCT REVIEW	EXEMPLARY PROGRAM/REVIEW	CLEARINGHOUSE	SPECIALIZED LIBRARY	DATA BASE	GRANT AWARDS	NEWSLETTERS	JOURNALS	PERIODICALS/PAMPHLETS	MONOGRAPHS/SPECIAL REPORTS	CATALOGS	BOOKS
Epilepsy Foundation of America, 1828 L Street, NW, Suite 406, Washington, DC 20036	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓			✓	✓		✓		✓		✓	
Education Commission of the States, Handicapped Children's Education Project, 300 Lincoln Tower, 1860 Lincoln Street, Denver, CO 80203		✓	✓		✓			✓	✓			✓	✓					✓		✓	✓		✓			✓					✓		✓		✓	
ERIC Clearinghouse for the Handicapped and Gifted Children, Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓								✓	✓	✓	✓	✓			✓		✓			
Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751	✓	✓	✓						✓														✓			✓	✓			✓			✓		
National Association of Coordinators of State Programs for the Mentally Retarded, 2001 Jefferson Davis Highway, Arlington, VA 22202	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓					✓		✓									
National Association for the Deaf, 814 Thayer Avenue, Silver Spring, MD 20910	✓		✓	✓		✓			✓			✓	✓	✓				✓						✓	✓	✓				✓		✓			✓
National Association of Mental Health, 1800 North Kent Street, Arlington, VA 22209					✓	✓		✓		✓			✓			✓			✓	✓		✓	✓	✓						✓		✓			
National Center for Law and the Handicapped, 1236 North Eddy Street, South Bend, IN 46617	✓	✓	✓	✓	✓			✓							✓			✓		✓	✓										✓		✓		
National Center on Educational Media and Materials for the Handicapped (NCEMMH), The Ohio State University, 1960 Kenny Road, Columbus, OH 43210		✓	✓		✓			✓	✓			✓	✓	✓				✓		✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	
National Clearinghouse on Human Genetic Diseases, Bureau of Community Health Services, 1776 E. Jefferson Street, Rockville, MD 20852	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓								✓		✓							✓		
National Clearinghouse of Rehabilitation Training Materials (NCHRTM), Oklahoma State University, 115 Old USDA Bldg., Stillwater, OK 74074		✓							✓																	✓				✓					
National Council of Community Mental Health Centers, 2233 Wisconsin Avenue, NW, Washington, DC 20007		✓				✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓			✓		✓					✓	✓	✓			✓
National Education Association, 1201 16th Street, NW, Washington, DC 20036		✓	✓					✓	✓				✓	✓					✓					✓						✓	✓		✓		

Special Interest and Professional Associations

	CLIENTS SERVED																SERVICES PROVIDED												PUBLICATIONS					
	HANDICAPPED INDIVIDUALS	ADMINISTRATORS/PROFESSIONALS	TEACHERS	PARENTS	GENERAL PUBLIC	MEMBERS	SUBSCRIBERS	LOCAL, REGIONAL, STATE & FEDERAL ORGANIZATIONS	LOCAL, REGIONAL, STATE, & INTERMEDIATE AGENCIES	VOLUNTEERS	THERAPISTS	TEACHER TRAINERS	STUDENTS	RESEARCHERS	PSYCHOLOGISTS	PARAPROFESSIONALS	TELEPHONE HOTLINE	TECH CONSULT /ASSISTANCE	ANNUAL CONF /CONVENTIONS	SEMINARS/WORKSHOPS	LECTURERS/LECTURE SERIES	TRAIN COURSES/INSTITUTES	AUDIOVISUAL MATERIALS	LEGIS PROG /PRODUCT REVIEW	EXEMPLARY PROGRAM/REVIEW	CLEARINGHOUSE	SPECIALIZED LIBRARY	DATA BASE	GRANT AWARDS	NEWSLETTERS	JOURNALS	PERIODICALS/PAMPHLETS	MONOGRAPHS/SPECIAL REPORTS	CATALOGS	BOOKS
National Information Center for Special Education Materials, University of Southern California, University Park, Los Angeles, CA 90007	✓	✓	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓							✓			✓		✓		✓			✓	
National Information and Referral Service for Autistic and Autistic-like Persons, 306 31st Street, Huntington, WV 25702	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓						
National Institute of Mental Health, National Clearinghouse on Mental Health, 5600 Fishers Lane, Rockville, MD 20857	✓	✓	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓						✓	✓	✓	✓	✓	✓	✓	✓			✓		
National Institute of Mental Retardation, Kinsman NIMR Building, York University Campus, 4700 Keele Street, Downsview 463, (Toronto), Ontario, Canada M3J 1P3	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓				✓		✓	✓	✓	✓		✓
National Library of Medicine, 8600 Rockville Pike, Bethesda, MD 20014		✓						✓	✓		✓		✓	✓	✓	✓							✓				✓	✓	✓	✓			✓	
The National Media Materials Center for Severely Handicapped Persons, Box 318, George Peabody College for Teachers, Nashville, TN 37203	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓				✓							✓				
National Rehabilitation Association, 1522 K Street, NW, Washington, DC 20005	✓	✓	✓	✓	✓	✓	✓	✓	✓										✓					✓						✓	✓			
New York Association for Brain Injured Children, Richardson Hall, Room 272, State University of New York at Albany, Albany, NY 12222	✓	✓	✓	✓							✓	✓			✓				✓	✓	✓			✓						✓				
President's Committee on Employment of the Handicapped, Washington, DC 20201	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓							✓	✓	✓		✓
President's Committee on Mental Retardation, Washington, DC 20201	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓		✓				✓	✓		✓	✓	✓	✓	
The Association for the Severely Handicapped (TASH), 1600 West Armory Way, Garden View Suite, Seattle, WA 98199			✓	✓		✓					✓							✓	✓								✓			✓	✓			✓
United Cerebral Palsy Association, 66 East 34th Street, New York, NY 10016	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							✓			✓				✓	✓	✓	✓	

Compiled by ED Materials/Support Center, Far West Laboratory for Educational Research and Development. Summer 1980

INFORMATION RESOURCES

A number of private associations, foundations, and publications can provide information and communication support for the dissemination of model education programs for young handicapped children. Many private associations have state and local affiliates that are other possible sources of adoption support.

Foundations

Local, state, regional, and national foundations too numerous to list here can be solicited to provide funds for education projects, services, equipment, tuition, training, and general and other support for programs and services targeted to young handicapped children. A comprehensive reference for matching foundation interests funding needs is The Foundation Directory, 7th edition, edited by Marianna O. Lewis. This directory contains descriptions of all foundations whose assets exceed $1 million or whose annual grants total $100,000 or more. Descriptions include foundation giving interests, address, telephone number, current financial data, names of donors and key officers, and grant application information. The directory has four indexes: state and city locations, personnel, foundation names, and fields of interest. The directory is available for $41.50 from The Foundation Center, 888 Seventh Avenue, New York, NY 10019. This directory can often be consulted in the reference collection of public or university libraries, and copies can be found in libraries affiliated with The Foundation Center (see list below).

The Foundation Center is another source of information about foundations. The Center is a national service organization founded and supported by foundations. Its purpose is to provide a single authoritative source of information on foundation giving. The Center operates a service program designed to assist the public in matching foundation interests with nonprofit needs. The Center has a nationwide network of foundation reference collections for free public use. Four reference libraries operated directly by the center offer a wide variety of user services and comprehensive collections of foundation materials, including all Center publications; books, services, and periodicals on foundations and philanthropy; and foundation annual reports, newsletters, and press clippings.

- The Foundation Center
  888 Seventh Avenue
  New York, NY 10019
  (212) 975-1120

- The Foundation Center
  1001 Connecticut Avenue, NW
  Washington, DC 20036
  (202) 331-1400

- The Foundation Center
  Kent H. Smith Library
  739 National City Bank Building
  Cleveland, OH 44114
  (216) 861-1933

- The Foundation Center
  312 Sutter Street
  San Francisco, CA 94108
  (415) 397-0902

The centers in New York and Washington contain IRS returns for all currently active private foundations in the United States. The Cleveland and San Francisco collections contain the IRS records for foundations in the midwestern and western states, respectively.

In addition, the Foundation Center offers subject, geographic, and special topic computer-produced listings of foundations. Comsearch printouts are available in 8-1/2 x 11-inch paper or 3 x 5 microfiche formats. For information on this fee-based service, contact the Center in New York or call toll-free (800) 424-9836.

The Foundation Center also has a network of cooperating collections, listed below, most of which are located in libraries within public institutions. The symbol † identifies collections that are operated by foundations or by area associations of foundations. Such collections are often able to offer special materials or to provide such extra services as seminars or orientations for users because of their close relationship to the local philanthropic community. Call the toll-free number listed above to learn of additional new locations.

Reference Collections Cooperating with the Foundation Center

Alabama

Birmingham Public Libary
2020 Park Place
Birmingham 35203
205/254-2541

Auburn University at Montgomery Library
Montgomery 36117
205/279-9110

Alaska

University of Alaska, Anchorage Library
3211 Providence Drive
Anchorage 99504
907/263-1848

Arizona

Phoenix Public Library
Social Sciences Subject Department
12 East McDowell Road
Phoenix 85004
602/262-4782

Tucson Public Library
Main Library
200 South Sixth Avenue
Tucson 85701
602/791-4393

Arkansas

Westark Community College Library
Grand Avenue at Waldron Road
Fort Smith 72913
501/785-4241

Little Rock Public Library
Reference Department
700 Louisiana Street
Little Rock 72201
501/374-7546

California

Edward L. Doheny Memorial Library
University of Southern California
Los Angeles 90007
213/741-2540

San Diego Public Library
820 E Street
San Diego 92101
714/236-5816

Santa Barbara Public Library
Reference Section
40 East Anapamu
P.O. Box 1019
Santa Barbara 93102
805/962-7653

Colorado

Denver Public Library
Sociology Division
1357 Broadway
Denver 80203
303/573-5152

Connecticut

Hartford Public Library
Reference Department
500 Main Street
Hartford 06103
203/525-9121

Delaware

Hugh Morris Library
University of Delaware
Newark 19711
302/738-2965

Florida

Jacksonville Public Library
Business, Science, and Industry Department
122 North Ocean Street
Jacksonville 32202
904/633-3926

Florida (con't)

Miami-Dade Public Library
Florida Collection
One Biscayne Boulevard
Miami 33132
305/579-5001

Georgia

Atlanta Public Library
Ten Pryor Street, SW
Atlanta 30303
404/688-4636

Hawaii

Thomas Hale Hamilton Library
University of Hawaii
Humanities and Social Sciences Division
2550 The Mall
Honolulu 96822
808/948-8568

Idaho

Caldwell Public Library
1010 Dearborn Street
Caldwell 83605
208/459-3242

Illinois

† Donors Forum of Chicago
208 South LaSalle Street
Chicago 60604
312/726-4882

Sangamon State University Library
Shepherd Road
Springfield 62708
217/786-6633

Indiana

Indianapolis-Marion County Public Library
40 East St. Clair Street
Indianapolis 46204
317/635-5662

Iowa

Public Library of Des Moines
100 Locust Street
Des Moines 50309
515/283-4259

Kansas

Topeka Public Library
Adult Services Department
1515 West Tenth Street
Topeka 66604
913/233-2040

Kentucky

Louisville Free Public Library
Fourth and York Streets
Louisville 40203
502/584-4154

Louisiana

East Baton Rouge Parish Library
Centroplex Library
120 St. Louis Street
Baton Rouge 70802
504/344-5291

New Orleans Public Library
Business and Science Division
219 Loyola Avenue
New Orleans 70140
504/586-4919

Maine

University of Southern Maine
Center for Research and Advanced Study
246 Deering Avenue
Portland 04102
207/780-4411

Maryland

Enoch Pratt Free Library
Social Science and History Department
400 Cathedral Street
Baltimore 21201
301/396-5320

Massachusetts

† Associated Foundation of Greater Boston
294 Washington Street
Suite 501
Boston 02108
617/426-2608

Boston Public Library
Copley Square
Boston 02117
617/536-5400

Michigan

Alpena County Library
211 North First Avenue
Alpena 49707
517/356-6188

Henry Ford Centennial Library
16301 Michigan Avenue
Dearborn 48126
313/271-1000

Purdy Library
Wayne State University
Detroit 48202
313/577-4040

Michigan State University
Reference Library
East Lansing 48824
517/353-8816

University of Michigan-Flint
UM-F Library
Reference Department
Flint 48503
313/762-3408

Michigan (con't)

Grand Rapids Public Library
Sociology and Education Department
Library Plaza
Grand Rapids 49502
616/456-4411

Michigan Technological University Library
Highway U.S. 41
Houghton 49931
906/487-2507

Minnesota

Minneapolis Public Library
Sociology Department
300 Nicollect Mall
Minneapolis 55401
612/372-6555

Mississippi

Jackson Metropolitan Library
301 North State Street
Jackson 39201
601/944-1120

Missouri

† Clearinghouse for Mid-continent Foundations
University of Missouri, Kansas City
School of Education Building
52nd Street and Holmes
Kansas City 64110
816/276-1176

Kansas City Public Library
311 East 12th Street
Kansas City 64106
816/221-2685

† Metropolitan Association for Philanthropy, Inc.
5600 Oakland, G-324
St. Louis 63110
314/647-2290

Reference Collections (Con't)

Springfield-Greene County Library
397 East Central Street
Springfield 65801
417/869-4621

Montana

Eastern Montana College Library
Reference Department
Billings 59101
406/657-2320

Nebraska

W. Dale Clark Library
Social Sciences Department
215 South 15th Street
Omaha 68102
402/444-4822

Nevada

Clark County Library
1401 East Flamingo Road
Las Vegas 89109
702/733-7810

Washoe County Library
301 South Center Street
Reno 89505
702/785-4190

New Hampshire

† The New Hampshire Charitable Fund
One South Street
P. O. Box 1335
Concord 03301
603/225-6641

New Jersey

New Jersey State Library
Governmental Reference
185 West State Street
P.O. Box 1898
Trenton 08625
609/292-6220

New Mexico

New Mexico State Library
300 Don Caspar Street
Santa Fe 87501
505/827-2033

New York

New York State Library
Cultural Education Center
Humanities Section
Empire State Plaza
Albany 12230
518/474-7645

Buffalo and Erie County Public Library
Lafayette Square
Buffalo 14203
716/856-7525

Levittown Public Library
Reference Department
One Bluegrass Lane
Levittown 11756
516/731-5728

Plattsburgh Public Library
Reference Department
15 Oak Street
Plattsburgh 12901
518/563-0921

Rochester Public Library
Business and Social Sciences Division
115 South Avenue
Rochester 14604
716/428-7328

Onondaga County Public Library
335 Montgomery Street
Syracuse 13202
315/473-4491

North Carolina

North Carolina State Library
109 East Jones Street
Raleigh 27611
919/733-3270

The Winston-Salem Foundation
229 First Union National Bank Building
Winston-Salem 27101
919/725-2382

North Dakota

The Library
North Dakota State University
Fargo 58105
701/237-8876

Ohio

Public Library of Cincinnati and Hamilton County
Education Department
800 Vine Street
Cincinnati 45202
513/369-6940

Oklahoma

† Oklahoma City Community Foundation
1300 North Broadway
Oklahoma City 73103
405/235-5621

Tulsa City-County Library System
400 Civic Center
Tulsa 74103
918/581-5144

Oregon

Library Association of Portland
Education and Documents Room
801 SW Tenth Avenue
Portland 97205
503/223-7201

Pennsylvania

The Free Library of Philadelphia
Logan Square
Philadelphia 19103
215/686-5423

† Hillman Library
University of Pittsburgh
Pittsburgh 15260
412/624-4528

Rhode Island

Providence Public Library
Reference Department
150 Empire Street
Providence 02903
401/521-7722

South Carolina

South Carolina State Library
Reader Services Department
1500 Senate Street
Columbia 29211
803/758-3181

South Dakota

South Dakota State Library
State Library Building
322 South Fort Street
Pierre 57501
605/773-3131

Tennessee

Memphis Public Library
1850 Peabody Avenue
Memphis 38104
901/528-2957

Texas

† The Hogg Foundation for Mental Health
The University of Texas
Austin 78712
512/471-5041

Reference Collections (Con't)

Texas (con't)

Dallas Public Library
History and Social Sciences Division
1954 Commerce Street
Dallas 75201
214/748-9071

† El Paso Community Foundation
El Paso National Bank Building
Suite 1616
El Paso 79901
915/533-4020

Houston Public Library
Bibliographic & Information Center
500 McKinney Avenue
Houston 77002
713/224-5441 ext. 265

† Funding Information Library
Minnie Stevens Piper Foundation
201 North St. Mary's Street, Suite 100
San Antonio 78205
512/227-8119

Utah

Salt Lake City Public Library
Information and Adult Services
209 East Fifth Street
Salt Lake City 84111
801/363-5733

Vermont

State of Vermont Department of Libraries
Referenle Services Unit
111 State Street
Montpelier 05602
802/828-3261

Virginia

Grants Resources Library
Ninth Floor
Hampton City Hall
Hampton 23669
804/727-6496

Richmond Public Library
Business, Science, & Technology Department
101 East Franklin Street
Richmond 23219
804/780-8223

Washington

Seattle Public Library
1000 Fourth Avenue
Seattle 98104
206/625-4881

Spokane Public Library
Reference Department
West 906 Main Avenue
Spokane 99201
509/838-3361

West Virginia

Kanawha County Public Library
123 Capitol Street
Charleston 25301
304/343-4646

Wisconsin

Marquette University Memorial Library
1415 West Wisconsin Avenue
Milwaukee 53233
414/224-1515

Wyoming

Laramie County Community College Library
1400 East College Drive
Cheyenne 82001
307/634-5853

Puerto Rico

Consumer Education and Service Center
Department of Consumer Affairs
Minillas Central Government Building North
Santurce 00908

Virgin Islands

College of the Virgin Island Library
Saint Thomas
U.S. Virgin Islands 00801
809/774-1252

Mexico

Biblioteca Benjamin Franklin
Londres 16
Mexico City 6, D.F.

BOOKS, DIRECTORIES, PAMPHLETS, REPORTS

Below is a listing of selected resources that may be helpful to NDN members in understanding issues pertaining to special education.

A Primer on Individualized Education Programs for the Handicapped

A valuable resource containing information about the entire process of individualized planning, from evaluation through implementation. Order from the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. Price: $4.95, prepaid.

Audiovisuals for Teacher Training

A list of audiovisual materials for teacher inservice programs and mainstream classroom use compiled by the National Audiovisual Center to help the Bureau of Education for the Handicapped and other agencies implement P.L. 94-142. Copies are available free from the National Audiovisual Center, National Archives and Records Service, General Services Administration, Reference Section/BF, Washington, DC 20409.

Civil Rights -- Handicapped Persons -- and Education: 504 Self-Evaluation Guide/Preschool, Elementary, Secondary and Adult Education

A guide that suggests methods of evaluating, adapting, and developing programs to bring schools into compliance with Section 504. Copies are available free from the Office of Civil Rights, Department of Education, Switzer Building, 330 C Street, SW, Washington, DC 20202.

Directory of National Information Sources on Handicapping Conditions and Related Services

A description of 285 national organizations that outlines their information services in the handicapped field in easy-to-read, nontechnical language. The focus is on who knows what and how to get it. Available from Clearinghouse on the Handicapped, Office of Handicapped Individuals, Department of Education, Room 3631. Switzer Building, 330 C Street, SW, Washington, DC 20202. No charge for single copies. Enclose a self-addressed mailing label. (Additional copies are available for $6.50 each from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402; stock #017-000-00234-7.)

International Directory of Mental Retardation Resources

A brief list of resources in the field of mental retardation in the United States and many other countries, organized under the headings of governmental resources, voluntary organizations, research, publications, history of services, and information for visitors. Revised. DHEW Publication No. (OHDS) 79-21020.

Available from the President's Committee on Mental Retardation, Department of Health and Human Services, Washington, DC 20201. No charge for single copies.

Key Federal Regulations Affecting the Handicapped 1975-76

A brief summary of the major federal programs for handicapped persons, including health, education, employment, housing, rights, and vocational rehabilitation. Copies are available free from the Office for Handicapped Individuals, Clearinghouse for the Handicapped, Department of Education, Room 3631, Switzer Building, 330 C Street, SW, Washington, DC 20202.

Mental Retardation and the Law

A compilation of legal actions affecting the rights of retarded persons, this quarterly publication reports on new cases and contains updates on actions previously sought. Available from the President's Committee on Mental Retardation, Department of Health and Human Services, Washington, DC 20201. No charge for single copies.

Mental Retardation: Trends in State Services

Based on a 1976 telephone survey, this publication identifies trends in state and local services for mentally retarded persons and the impact of Federal assistance. Order from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402; stock #040-000-00348-7. Price: $1.20.

Public Law 94-142. Education for all Handicapped Children Act of 1975

Legislation enacted by the U.S. Congress that mandates a free, appropriate public education for all handicapped children. Order from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. Price: $1. (Single copies are available free from the Congressional Representative of each district.)

Public Policy and the Education of Exceptional Children

A comprehensive text on federal and state laws concerning the education of handicapped children that includes a reprint of P.L. 94-142. Order from the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. Price: $13.95, prepaid.

Yearbook of Special Education: 1978-79, 4th edition

A yearly review of innovations in the special education field. Part I contains general information on special education, analyzes P.L. 94-142, and includes articles on model programs, a guide to resources for parents, a list of

organizations, and a summary of research findings on individualized education programs. Part II contains information on mainstreaming, Part III on mentally retarded, Part IV on speech and hearing, Part V on physically handicapped, Part VI on blind and visually handicapped, Part VII on learning disabled, Part VIII on gifted and talented, Part IX on rights and litigation, and Part X on teacher preparation, including articles, organizations, and resources. Available from Information Specialist, The National Rehabilitation Information Center (NARIC), 4407 Eighth Street, NE, The Catholic University of America, Washington, DC 20017.

504 Fact Sheet: Handicapped Persons' Rights Under Federal Law

Covers the regulations and requirements on Section 504. Copies are available free from the Office for Civil Rights, Department of Education, Switzer Building, 330 C Street, SW, Washington, DC 20202.

JOURNALS

AAESPH Review

A quarterly that publishes articles on problems, research findings, trends, and practices related to educating the severely and profoundly handicapped. It also prints material that is potentially useful in developing, implementing, and evaluating educational programs and procedures. This material includes policy statements and papers about current trends, new legislation, programs, curriculum materials, instructional materials, behavior management techniques, involvement with parents, community mobilization, and research topics. For subscription information, write Editor, AAESPH Review, Department of Special Education, 288 Education Building, University of Illinois, Urbana, IL 61801. Subscription is included with membership in the AAESPH. Regular membership: $30 per year.

Academic Therapy

Directed to regular and special educators, parents, and therapists and specialists who work with reading, learning, and communication disabilities, this journal contains views, approaches, and philosophies related to methods of identification, diagnosis, and remediation of learning disabilities. Published five times a year by Academic Therapy Publications, Inc., 20 Commercial Boulevard, Novato, CA 94947. Subscription rate: $9 per year.

Accent on Living

Features articles on legislation, coping with handicaps, accessibility, rights of the handicapped, and a wide variety of related topics. Published by Accent on Living, P.O. Box 700, Bloomington, IL 61701. Subscription rate: $4 per year.

Amicus

Presents articles of special interest both to handicapped persons and to those inservice organizations who wish to be informed of current laws relating to the handicapped. Articles are written by experts in the field as well as by National Center for Law and the Handicapped legal and education staff. Published bimonthly by the National Center for Law and the Handicapped, 1236 North Eddy Street, South Bend, IN 46617. Single copies, $2. Subscription rate: $10 per year ($18 for two years) for individuals, $12 per year for libraries and organizations.

Behavior Disorders

A resource for educators and allied practitioners in the field, this journal includes articles on education, behavior management, therapy, program development, program evaluation, legislation, and perspectives. Published quarterly by the Council for Children with Behavioral Disorders, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. Subscription is included with membership in the Council for Children with Behavior Disorders. Subscription rate for nonmembers: $16 per year.

Compact

Directed to the special concerns of education and politics in the states, this quarterly contains discussions of nationwide issues and their implications on a state-by-state basis, a Washington column, and book reviews. Available from Publications Office, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295. Subscription rate: $10 per year, prepaid ($12 per year outside the U.S.).

Education and Training of the Mentally Retarded

For professionals involved in the education and welfare of the mentally retarded, this journal emphasizes identification and assessment, educational programming, characteristics, training of instructional personnel, rehabilitation, prevention, community understanding and provisions, and legislation. Published quarterly by the Division on Mental Retardation, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. Subscription is included with membership in the Council for Exceptional Children, Division on Mental Retardation. Subscription rate for nonmembers: $16 per year.

Education Unlimited

Includes information on current educational practices illustrating the broad concept of least restrictive alternative in educational settings; observational reports on innovative and successful programs in which children and youth with widely varying skills, abilities, and talents are integrated; specialized subject area techniques; and issues relevant to teachers, parents, and other persons who contribute to educational programs at all levels. Published six times a year by Educational Resources Center, 1834 Meetinghouse Road,

Boothwyn, PA 19061. Single copies: $3.50. Subscription rate: $12 per year for individuals, $16 per year for libraries, schools, and institutions (add $2 for delivery outside of U.S.).

Education of the Visually Handicapped

A magazine for parents, teachers, educators, and allied personnel working with the handicapped. Includes information on research results and descriptions of programs and teaching methods and techniques. Published quarterly by the Association for Education of the Visually Handicapped, 919 Walnut Street, Fourth Floor, Philadelphia, PA 19107. Subscription rate: $8 per year.

Evaluation

An experimental journal published by the Minneapolis Medical Research Foundation, Inc. in collaboration with the National Institute of Mental Health, Mental Health Service Development Branch, that presents a wide range of policy-oriented and technical information for the program evaluator or administrator of mental health and other human service programs. Published by Evaluation, 501 South Park Avenue, Minneapolis, MN 55415. Subscription rate: $35 per year.

Exceptional Children

Features articles on research, trends, and issues pertaining to special education. Published eight times a year by the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. Subscription rate: $20 per year for nonmembers, $11 per year for members ($22 per year outside the U.S.). Single copies, $3.50.

Health Education

A bimonthly publication for everyone involved in health education in the school and community. For subscription information, write AAHPER, 1201 16th Street, NW, Washington, DC 20036.

Journal for Special Educators

For classroom teachers of special education students, this quarterly journal publishes stories, anecdotes, and articles written in nontechnical language by classroom teachers, supervisors, guidance counselors, and university specialists in special education. It also includes suggestions for lessons on successful teaching devices, trips, and workshop activities. For subscription information, write Joseph Prentky, Editor, Journal for Special Educators, 179 Sierra Vista Lane, Valley Cottage, New York 10989.

Journal of Learning Disabilities

For educators, teacher educators, pyschologists, students, and other specialists, this journal features articles on the identification, education, management, and treatment of learning disabled children. Published 10 times per year. Write the Journal of Learning Disabilities, 101 E. Ontario, Chicago, IL 60611. Subscription rate: $20 per year.

Journal of Special Education

A multidisciplinary journal that includes articles on research, theory, opinion, and review with respect to special education and areas of special concern to general education. Published quarterly. Available from Grune & Stratton, Inc., Subscription Department, 111 Fifth Avenue, New York, NY 10003. Subscription rate: $18.50 per year.

Language, Speech, and Hearing Services in the Schools

Features information on research, clinical procedures, program organization and management, and professional responsibility. Subject areas covered are aurally handicapped, language handicapped, and speech handicapped. Published quarterly. Available from the American Speech-Language Association, 10801 Rockville Pike, Rockville, MD 20852. Subscription rate: $15 per year.

Learning Disability Quarterly

For professionals concerned with the education of learning disabled students, this journal prints articles with an applied focus: techniques for identification, assessment, remediation, and programming; reviews of literature; theory and discussion of pertinent issues; original research; and practices in personnel preparation. Published quarterly by the Division for Children with Learning Disabilities, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. Subscription is included with membership in the Council for Exceptional Children, Division for Children with Learning Disabilities. Subscription rate for nonmembers: $12.50 per year.

Teaching Exceptional Children

For educators who work with handicapped and gifted students, this journal includes articles on practical procedures for classroom use and suggestions on instructional methods and learning materials, educational diagnostic techniques, and evaluation of instructional materials. It also contains a Teachers Idea Exchange. Published quarterly by the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. Subscription is included with membership in the Council for Exceptional Children. Subscription rate for nonmembers: $12.50 per year.

The Directive Teacher

Directed to teaching personnel, this journal features articles on teacher-made materials and technologies, classroom applications, and home-based applications. It also includes information on new print and audiovisual materials in the field of special education. Published quarterly. Available free of charge in the U.S. ($5 annually outside the U.S.) from The Directive Teacher, National Center on Educational Media and Materials for the Handicapped, College of Education, Exceptional Children, The Ohio State University, Columbus, OH 43210.

The Exceptional Child

Directed to educators, administrators, and researchers, this journal includes articles on all aspects of special education, including research and practice. Published three times a year by the University of Queensland Press, St. Lucia, Queensland, Australia 4067. Subscription rate: $17.50 per year.

The Journal of The Association for the Severely Handicapped

Of interest to professionals, parents, and advocates, this journal features articles concerning problems, research findings, trends, and practices related to educating the severely and profoundly handicapped and stresses information that is potentially useful in developing, implementing, or evaluating educational programs and procedures. Available with membership in The Association for the Severely Handicapped, 1600 West Armory Way, Garden View Suite, Seattle, WA 98199.

NEWSLETTERS

ACLD Newsbriefs

Features current items of interest on learning disabilities. Published six times per year by the Association for Children with Learning Disabilities, 4156 Library Road, Pittsburgh, PA 15234. Subscription rate: $4.50 per year.

CANHCgram

Includes information on current events, legislative issues, annual conferences, teaching innovations for the classroom, and book and filmstrip reviews pertaining to special education. Published bimonthly by the California Association for Neurologically Handicapped Children (an affiliate of Association for Children and and Adults with Learning Disabilities), P.O. Box 4088, Los Angeles, CA 90051. Subscription rate for nonmembers: $5 per year, $8 for two years (outside the U.S., $6 per year).

Capitol Capsule

An effort to help program administrators and interested citizens grasp the implications of pending and enacted federal legislation and related administrative policies that are likely to shape the course of future events in the field, this four-page monthly newsletter features timely, authoritative reports on significant developments in Washington that affect mentally retarded and other handicapped citizens. Articles report on health, education, welfare, social security, housing, employment, transportation, and other federal programs with an impact on the lives of disabled citizens. Published by the National Association of State Mental Retardation Program Directors, Inc., 2001 Jefferson Davis Highway, Arlington, VA 22202. Subscription rate: $25 per year.

Developments

Includes articles on innovative educational programs and processes; research studies, issues and topics; and new readings pertaining to the handicapped. Published by the Child Development Institute of the University of North Carolina at Chapel Hill. For subscription information, write to Editor, Frank Porter Graham Center, Highway 54 Bypass-West, Chapel Hill, NC 27514.

Education of the Handicapped

Directed to educators and administrators, this journal prints articles on government legislation, regulations, and legal developments as well as reports on the activities of leaders in special education and on major conferences and meetings. Published 26 times a year (on alternate Wednesdays) by Capitol Publication, Inc., 2430 Pennsylvania Avenue, NW, Suite G-12, Washington, DC 20037. Subscription rate: $105 per year.

Focus

Directed to National Mental Health Association's (NMHA) membership and affiliates, national and state legislators, national, state and local human service agencies and organizations, and all others interested in mental health, this monthly includes news of the NMHA, its affiliates and members, legislative activities, resource development, and public education and information projects. Available from National Mental Health Association, 1800 North Kent Street, Arlington, Virginia 22209. Subscription rate: $2.50 per year for members, $5 per year for nonmembers.

Focus on Exceptional Children

Directed to regular and special educators, administrators, curriculum specialists, and others concerned with the education of exceptional children, this newsletter includes information on the practical application of research, theory, and innovative teaching methods and techniques to the classroom situation. Published monthly during the school year (nine issues per year) by Love Publishing Company, 6635 East Villanova Place, Denver, CO 80222. Subscription rate: $10 per year.

Insight

For individuals seeking improvement of educational programs and funding for exceptional children, this monthly newsletter covers legislation, litigation, and funding at federal, state, and local levels that can affect individuals and programs. Available from the Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091. Subscription rate: $20 per year for individuals; $25 per year for institutions.

In the Mainstream

Provides information on the progress of affirmative action for the handicapped. Published six times per year by Mainstream, Inc., 1200 15th Street, NW, Washington, DC 20005. Single copies free.

IRUC Briefings

For parents and educators concerned about the handicapped, this newsletter features articles on such subjects as sports for the handicapped, legal issues pertaining to or concerning the handicapped, and innovative methods for educating the handicapped. Published four times during the school year by the American Alliance for Health, Physical Education and Recreation, and Dance, 1900 Association Drive, Reston, VA 22091. Subscription rate: $4 per year.

Legislative Review

Published ten times per year, this four-page newsletter contains information about current education legislation in the states. Available from Publications Office, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295. Subscription rate: $10 per year, prepaid.

NARC's Government Report

A monthly newsletter covering federal programs for handicapped persons and containing reports on the status of key legislation and regulations. Available from the Governmental Affairs Office, National Association for Retarded Citizens, 1522 K Street, NW, Suite 516, Washington, DC 20005. Subscription rate: $15 per year.

New Directions

A four-page monthly newsletter that provides concise, up-to-date information about innovative developments in state and local programs for mentally retarded and other developmentally disabled citizens. Articles focus on early diagnosis, communication techniques, educational programs, housing alternatives, employment training, and many other program areas; new funding sources; the impact of pending law suits; and emerging programming trends. In addition, each issue contains a brief round-up of pertinent news from Washington, and there is an annual review of relevant new state legislation, plus periodic articles on state laws or

policies of special significance and a summary of changes in key national and state policymakers. Available from the National Association of State Mental Retardation Program Directors, Inc., 2001 Jefferson Davis Highway, Arlington, VA 22202. Subscription rate: $25 per year.

Newsletter of The Association for the Severely Handicapped

A communique on programs, conferences and workshops, legal and advocacy issues, new publications, reader requests, and media and job availability in special education areas. Published monthly by The Association for the Severely Handicapped (TASH), 1600 West Amory Way, Garden View Suite, Seattle, WA 98119. Subscription included with membership in TASH.

N.S.A.C. Communicator -- An Idea for Teaching Learners with Autism and Other Severe Handicaps

Featuring articles on exemplary programs and processes and such topics as improving speech and developing the autistic or severely handicapped child's language, social, and independent work skills, this newsletter also contains helpful hints on working with autistic or severely handicapped children, and book reviews. Published by the National Society for Autistic Children. For subscription information, write to N.S.A.C. Communicator, 1234 Massachusetts Avenue, NW, Washington, DC 20005.

Programs for the Handicapped

Targeted to educators, administrators, handicapped individuals, and advocacy agencies, this publication contains information from the Department of Heath and Human Services and the Department of Education on federal programs, services, legislation, resources, and agencies and on publications for and about the handicapped. Published six times per year. Available free from Office for Handicapped Individuals, Department of Education, Room 3631, Switzer Building, 330 C Street, SW, Washington, DC 20202.

Special Education

Features news on progress of special education policies and regulations, current events, and innovative programs. Published three times per year by the Department of Special Education, The National Catholic Educational Association, Suite 350, One Dupont Circle, Washington, DC 20036. Subscription rate for nonmembers: $8 per year.

Special Education Briefing

Targeted to all educators, this monthly publication includes news, information, descriptions of current practices in special education, and a Learning Disabilities Guide. Available from Croft-NEI Publications, 24 Rope Ferry Road, Waterford, CT 06386. Subscription rate: $48 per year.

Special Education News -- Central News Service for the educators and Administrators of Special Education

Includes information on current legislative issues pertaining to rights of handicapped individuals, research studies pertaining to the handicapped, information retrieval services, new publications, and workshops. Published the 1st and 15th of every month, September through June, and on the 15th of July and August by the Education Division of Huntley Publishing Company, P.O. Box 402, Northfield, IL 60093. Subscription rate: $50 per year, prepaid; additional subscriptions (mailed to same person, same address), $12.50 each.

The Special Education Report

Targeted to teachers, supervisors, and publishers concerned with special education, this newsletter reports on the most current and innovative practices in special education; critically reviews programs, processes, and materials; gathers, reviews, screens, and summarizes all available special education sources, including ERIC, books, periodicals, newsletters, and information sent in by readers; and covers such topics as behavior modification, bilingual education, identification of the handicapped, individual education planning, mainstreaming, and inservice training. Published 24 times per year by The Special Education Report, Diversified Learning, 72-300 Vallat Road, Rancho Mirage, CA 92270. Subscription rate: $75 per year.

The Special Education Report

A monthly newsletter containing articles on gifted and special education policies and issues. Published by the Institute for Learning, a division of The Institute for Management, Inc., 171 Saybrook Industrial Park, Old Saybrook, CT 06475. Subscription rate: $36 per year.

Word From Washington

A monthly newsletter providing an up-to-date overview of legislation at the federal level concerning the handicapped. Published jointly by the Epilepsy Foundation of America, the National Society for Autistic Children, and the United Cerebral Palsy Association, Inc, this publication is available free from the United Cerebral Palsy Association, Inc., 425 I Street, NW, Suite 141, Washington, DC 20036.